



PUZZLE: WRITE A POEM ABOUT POLLINATORS

STANDARDS & CONNECTIONS: CCSS.ELA-LITERACY.CCRA.L.5, CCSS.ELA-LITERACY.W.5-12.2, CCSS.ELA-LITERACY.SL.9-10.4

SUGGESTED MATERIALS: Access to the internet, paper, pen/pencil, Word, colored markers/pencils

BACKGROUND: Pollinators are critical to ecosystems. The work of pollinators help ensure that we have food to harvest and contribute to overall plant health. In the U.S., it's estimated that pollination produces \$20 billion worth of products annually. Most pollinators (about 200,000 species) are beneficial insects such as flies, beetles, wasps, ants, butterflies, moths, and bees. The health of pollinator populations depends on citizens around the world doing their part to provide habitat, minimize pollution, and remain educated on how to improve their well-being.¹

1. IDENTIFY: Share the background information with the students, then share the puzzle to be solved. Determine constraints (e.g., time allotted, space, materials provided, etc.) and divide students into small groups.

2. IMAGINE: Ask a series of questions to help students brainstorm solutions to the puzzle. Encourage students to list all ideas – don't hold back! Before moving on, make sure each group selects a solution that fits within the constraints.

- Ask: *How can you solve this puzzle? Which of your ideas can you build a prototype for given the constraints?*

3. DESIGN: Students diagram the prototype, identify the materials needed to build the prototype, and write out the steps to take. Students describe the expected outcomes.

- Ask: *What steps will you take to create your solution? What do you expect your solution to look like and be able to do?*

4. CREATE: Students follow their design plan and build their prototypes. Monitor their progress and remind them about how much time they have.

5. TEST & IMPROVE: Students evaluate their creation and compare it with the expected outcomes. Students seek areas of improvement and make changes where needed.

6. SHARE: Students share their solution to the puzzle and communicate lessons learned.

- Ask: *What was your biggest takeaway? What would you do differently?*

ADDITIONAL RESOURCES: For more background information on this topic, please visit www.purpleplow.org.



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Have your students group up and turn their poems into songs!
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¹ The Pollinator Partnership. (2011). *Pollination fast facts*. Retrieved from [https://pollinator.org/PDFs/NPW/Pollination%20Fast%20Facts%20\(3\).pdf](https://pollinator.org/PDFs/NPW/Pollination%20Fast%20Facts%20(3).pdf)